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ABSTRACT

This report presents the results of a descriptive survey of personnel departments in the ten largest multi-campus community college districts in California. Topics such as department organization, classified personnel systems, employment of classified staff including testing, ranking and selecting candidates, affirmative action programs, employee classification policies, recruitment activities, data processing procedures, and a checklist of departmental responsibilities are discussed and comparisons made among the districts. (AL)

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PERSONNEL DEPARTMENTS IN THE MULTI-CAMPUS COMMUNITY COLLEGE DISTRICTS

The Organization and Function of the Personnel Department in the Ten Largest Multi-Campus California Community College Districts

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by

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[1972]

The rapid growth of the community college movement and the simultaneous growth of the population in the United States have created the need for the multi-campus community college district. Along with multi-campus districts has come the need for personnel services.

In the past decade, community college districts have been faced with new problems: negotiations with employee groups, increased demands for fringe benefits, more sophisticated and complex salary structures and schedules, and affirmative action programs for both minorities and women. The seemingly endless list of problems confronting administrators dealing with personnel in multi-campus districts suggests that the need for professional administration in the area of personnel services is paramount if the developing multi-campus district is to survive in the 70's.

The author, a Director of Personnel Services in a multi-campus community college district for the past two years, recently had an opportunity to travel in California to study personnel practices in nine other multi-campus community college districts. Information from this study has been collected and organized and is presented in the following pages.

DISTRICTS SURVEYED

The ten multi-campus districts surveyed in California varied from the Los Angeles City Community College District, which includes eight campuses and is the largest community college district in the nation, to State Center Community College District, which includes two campuses and is one of the smaller ones in California. Table I presents statistical information on each of these ten districts which is relevant to the problems to be solved by their personnel departments.

Table I shows that five of these multi-campus districts encompass two campuses, three encompass three campuses, one encompasses five campuses, and one encompasses eight campuses. Two of these districts have campuses located in different population centers: State Center District has one campus at Fresno and another at Reedley; while the Peralta District has four of its five campuses located in the East Bay area, and one campus that is at least a five-hour drive from and not adjacent to the main part of the district. The fact that several of these districts cover wide geographical areas and encompass several communities separated by open space or, in the case of the Peralta District, by the territory of several other community college districts, creates some unique problems related to classified personnel, seniority rights, and transfer of personnel from one position to another. The Los Angeles Community College District, which includes eight campuses spread throughout the Los Angeles city area, faces similar problems because of the difficulty of transporting transferred employees from one section of the city to another. Most of the other districts do not have this problem of transportation within their districts. In the Los Rios Community College

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TABLE I. STATISTICAL DATA RELATING TO THE NUMBER, LOCATION, AND JOB CLASSIFICATIONS OF EMPLOYEES OF THE TEN LARGE MULTI-CAMPUS CALIFORNIA COMMUNITY COLLEGE DISTRICTS

DISTRICT NAME	NUMBER OF CAMPUSES	NUMBER OF FTE CONTRACT CAMPUS EMPLOYEES	NUMBER OF TEMPORARY HOURLY INSTRUCTORS	NUMBER OF REGULAR CLASSIFIED EMPLOYEES	NUMBER OF CLASSIFIED JOB CLASSIFICATIONS
COAST	2	465.80	* 0	425	122
CONTRA COSTA	2	496.84	320	279	128
FOOTHILL	2	386.74	500	350	151
LOS ANGELES	8	2,411.42	1,600	1,730	214
LOS RIOS	3	706.95	275	496	120
NORTH ORANGE	2	495.54	530	366	87
PERALTA	5	604.62	500	450	130
SAN DIEGO	3	420.10	2,000	375	89
SAN MATEO	3	509.92	300	353	100
STATE CENTER	2	358.94	320	250	75

*All teachers instructing on a part-time basis were employed on a semester unit basis instead of hourly. For this district, these part-time employees are included with their FTE contract employees.

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District, all three campuses are located near the new Interstate 5 freeway. The same is true of the Foothill and San Mateo districts where all five campuses are located near new freeways.

Most of these districts evolved out of the single campus district whose growth led to the eventual need for additional campuses. Several of these districts, San Diego and Los Angeles in particular, emerged from large K-14 city school districts. In both of these districts, there is still considerable influence from the large city school districts.

THE QUESTIONNAIRE

To make the personnel practices study, each district was contacted by mail to arrange for an interview appointment. Several questionnaires were submitted for the advance collection of statistical information required for the interview. Two investigators from the San Diego Community College District then interviewed the personnel director or other administrator in charge of personnel of each district. Interview topics included salaries of bench mark administrative positions, fringe benefits, weekly student contact hours, and other salary related matters. Data dealing with full-time certificated employee equivalencies was taken from the weekly student contact hour study, and the other information presented in this paper was collected from an interview questionnaire on personnel practices and from documents submitted by each personnel director to the writer.

ORGANIZATION OF THE PERSONNEL DEPARTMENT

The Contra Costa District personnel department had the least "visibility" of any of the districts surveyed. A personnel secretary keeps the personnel records in the central office; all other personnel functions are decentralized and assigned to the local campus. For all practical purposes, Contra Costa does not have a personnel department.

In the State Center District, the personnel function is divided into two departments: one for certificated personnel and one for classified personnel. Certificated personnel is handled largely by the local campus, while classified personnel is handled by a three member personnel commission. The commission employs a Director of Classified Personnel who has a secretary and some student help.

The Foothill District employs a Director of Education and Personnel Services who heads a staff of six classified employees. Two of these employees deal with certificated personnel matters, three work with classified personnel, and one acts as the director's secretary.

The Peralta District divides the personnel function into certificated and classified personnel operations. The vice-chancellor is responsible for certificated personnel. His staff is composed of a certificated personnel assistant, and a clerk-typist. The classified personnel department is handled by a classified personnel officer and his stenographer.

The San Mateo District employs a Director of Personnel. His staff consists of a personnel assistant, a secretary, and a clerk.

The Coast District employs an assistant chancellor to handle personnel matters. His staff includes an assistant for classified personnel, an assistant for certificated personnel and credentialling, and two secretaries.

North Orange District has a vice-chancellor for educational services. His staff includes a personnel assistant I, a personnel assistant II, and an intermediate clerk.

The Los Rios Community College District employs a personnel director who has a personnel assistant, a personnel technician, secretary III, and six personnel clerks. The director concentrates on certificated personnel. His secretary works with him on correspondence, minutes of negotiating meetings and hearings, and maintains the files

for administrative applications. The personnel assistant concentrates in the area of classified personnel, while the personnel technician deals with teacher contracts, evaluation of transcripts, research and reports. The six personnel clerks handle the office receptionist duties and the flow of information through the office.

The San Diego Community College District employs a Director of Personnel Services, who has a staff consisting of a secretary and two personnel clerks. San Diego Community College District also contracts for many of its personnel needs with the San Diego Unified School District. The 1971-72 fiscal year service contract was for $59,000 to provide services in the selection of classified employees under the District Merit System, processing of action forms, salary administration, record keeping, and other personnel related tasks. The San Diego Community College District is governed by the same Board that governs the San Diego Unified School District. As long as the same Board governs both districts, classified employees of both districts will remain under the same Merit System.

The Los Angeles City Community College District has the most complex personnel organization in the State. Under the Chancellor-Superintendent is the Assistant Superintendent for Personnel and a three member personnel commission. The Personnel Commission employs a personnel director for classified employees whose staff consists of an assignment auditor, chief personnel anaylst, senior secretary, senior personnel analyst, personnel clerk, intermediate clerk-steno, intermediate clerk-typist, examiner, personnel analyst, and two personnel trainees. Under the assistant superintendent of personnel is a director of personnel operations, a retirement services manager who works with the seven member Retirement Board, and a staff of nine employees to manage the retirement system for the district. Under the Director of Personnel Operations is the operation services section, headed by an assistant director with a staff of twelve. The Director also has charge of the certificated selection section served by an assistant director with a staff of eight employees. The Los Angeles City Community College system is complicated not only by its size which encompasses eight community college campuses, but also by the fact that it has a Civil Service Commission and its own retirement system.

If one were to generalize about the status of the personnel departments of the ten largest California community college districts, one would have to say that there seems to be no one set pattern for organization. In districts having only two campuses, the personnel function seems to be somewhat diffused among the campuses, especially those campuses not having a Merit System or a Civil Service Commission. As the districts grow in size, in the number of campuses and in the number of employees, requirements on the personnel department are increased and the result is an increase in staff.

CLASSIFIED PERSONNEL SYSTEM

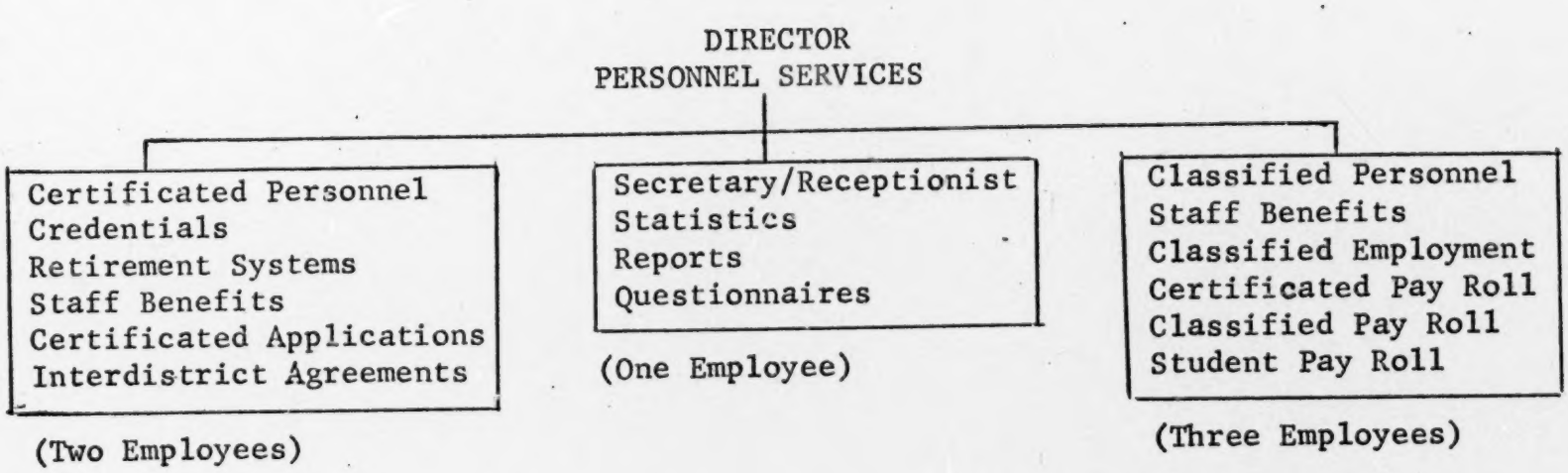
Each district was asked, "Do you have a Civil Service or a district Merit System?"

Two of the ten districts, State Center and Los Angeles, have a Civil Service System with a Civil Service Commission. San Diego Community College District has the Merit System with rules and regulations adopted by the Board of Trustees. All of the other districts have no classified system covered either by Civil Service or Merit, although many of them have policies by which they select classified employees for vacant positions.

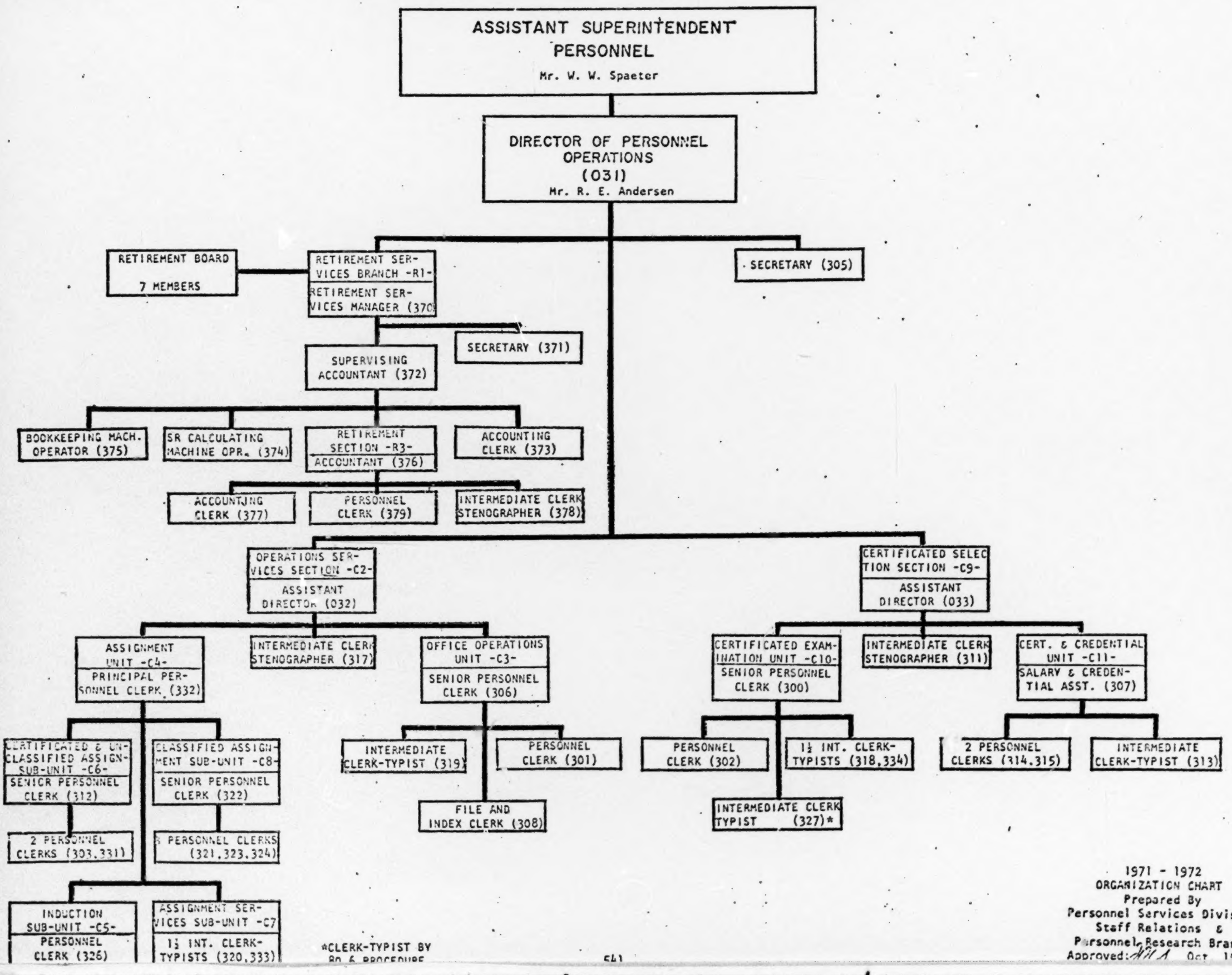
EMPLOYMENT OF CLASSIFIED EMPLOYEES

In response to the question, "Are classified employees hired by the district office or by the campus?", the districts tended to fall within three groups: Contra Costa, Foothill, and Peralta indicated that the local campus had the major responsibility for hiring its classified staff. San Mateo, Coast, North Orange, Los Rios, and San Diego indicated that the district office did the initial screening and that the campus made

Foothill Community College District



LOS ANGELES COMMUNITY COLLEGE DISTRICT



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its selection from those candidates referred by the district office. State Center and Los Angeles relied upon the Personnel Commission to do the initial screening.

TESTING PROGRAMS

In response to the question, "What kind of tests do you use to establish eligibility lists?", the districts tended to group themselves as follows: Los Angeles, State Center, Coast, Peralta, North Orange, San Mateo, and San Diego require formalized testing programs based on general intelligence or pencil and paper performance tests for specific skills. Contra Costa, State Center, and Los Rios emphasized that they tested only on job related skills. The Foothill District gives no tests and selection is based only on an interview. Although all of these districts have a probationary period for classified employees, none of them indicated that they used an evaluation during the probationary period as the sole test of the employee's ability to perform the duties of the position.

RANKING OF CANDIDATES

Four districts responded that they ranked candidates for classified positions after testing, while the other districts responded that they either rated the candidate "eligible" or "ineligible" on the basis of testing, but did not further rank those who are eligible for employment.

SELECTION OF CLASSIFIED EMPLOYEES

When asked to respond to the question, "Can administrators choose from the eligibility lists or must they pick from the top five or from the top one on the list?", two districts indicated that administrators could choose anyone they considered qualified to fill the position, either from the lists sent from the district office or from their own campus lists. Four districts indicated that local campus administrators could choose anyone from the list of eligible candidates. One district responded that local administrators could choose from the top two on the list, while another district indicated that local administrators could choose from the top three, and two districts indicated they could choose from the top five. One of the districts responded that if no suitable candidates were found in the first five candidates referred, the campus could request the second five be referred.

AFFIRMATIVE ACTION PROGRAMS

Four items on the discussion questionnaire dealt with the subject of affirmative action programs for the employment of minorities and women, and the goals and plans for implementing such programs. Several of the administrators interviewed were reluctant to be quoted on their efforts to hire minorities. These individuals indicated that although they were in the process of hiring minority employees, they had no plan on paper and did not want to be quoted.

In response to the question, "Do you have an affirmative action program to hire minorities?", five districts stated that they did have such a program and five did not. When the same question was asked relative to the employment of women, nine districts responded that they did not have an affirmative action program to hire women, and one district indicated that it did have an informal program.

The true tests of an affirmative action program involve the number of minorities or women to be hired, and the time schedule for hiring these people. Three districts indicated that they had established long-range goals and quotas. Seven districts indicated that they had no quotas or long-range goals; however, several of these districts qualified their responses by discussing their informal plans to hire

minorities which would bring their staff ethnic mix into proportion with their student body population or their community population.

Although there were few affirmative action programs to employ minorities or women, nine of the districts indicated that they made special efforts to employ minorities by listing job vacancies with minority organizations, California State Human Resources Development Department, or other organizations which can help to spread the word of vacant positions in the minority communities.

Because most of the districts surveyed had highly decentralized personnel functions which involved selection at the local campus level, one of the problems faced in an affirmative action program is to get people at the local campuses to back the affirmative action program and its goals when making personnel selections. Three districts indicated that they achieved this objective by putting pressure from the central office on the people making the selections at the local campus level. One district indicated that there was a mutual agreement between the campus and the central office as to the need for an affirmative action program and its implementation. One district indicated that it had achieved this goal through an educational program for the staff on the local campus. One district indicated that each campus had an advisory committee composed of minorities who informed the local campus of the needs of an affirmative action program and monitored the local campus to make sure that such a program was carried out. One district responded that its affirmative action program breaks down at the department level when departments tend to want to hire the best available candidate instead of placing a high priority on a qualified minority candidate. One district indicated that the individual colleges have been eager to carry through with an affirmative action program.

CLASSIFICATION STUDIES FOR CLASSIFIED PERSONNEL

The ten multi-campus districts studied had from 250 to 1,730 regular classified employees working in 75 to 214 job classes. This number of employees and job classes requires constant monitoring in order to bring about the logical assignment of positions to appropriate classifications and the maintenance of an equitable pay rate for each class.

In response to the question, "Who does your classification studies?", four of the districts interviewed indicated that they contracted with the State Personnel Board to make classification studies. Two districts employed consulting firms. One district had a combination of a consulting firm and the Director of Classified Personnel who did studies during the years the consulting firm was not employed. One district relied upon a personnel assistant in charge of classified personnel. Another district contracted with the unified school district for services in job and salary studies. In this particular district, classified personnel are a part of the Unified K-14 Merit System. One district had the staff of the Personnel Commission do the job studies.

In response to the question, "How often are classified job classes studied?", the most frequent response was three years or upon request. One district did class studies every five years and several districts did studies at two, three, or five year intervals or as needed without any set policy as to the interval between large scale studies. Most districts have some provision for a maintenance program for new classes that are established or for employees who have justifiable requests for position studies.

Each classification and pay study has to have some kind of a base. The Los Angeles Community College District uses Los Angeles County and comparable positions in industry and other government services as a guideline. The San Diego Community College District uses a cooperative metropolitan community salary survey as a comparison base. The other district tended to use local school districts, businesses, and industry and other governmental subdivisions. One district included the 20 largest community college districts in the State.

RECRUITMENT OF CERTIFICATED EMPLOYEES

One of the major personnel functions of any multi-campus community college district is recruitment of certificated employees, at the classroom, service, or administration levels. Ten items on the interview questionnaire dealt with this subject.

"Is the recruitment of certificated personnel done at the campus or district level?" To this question, two districts responded that recruitment was the primary responsibility of the district office. In these two districts, the personnel office advertises the vacant positions and collects the applications. Two districts indicated that recruitment was a cooperative effort between the district office and the campuses: the district office advertises the positions, collects the applications, and refers candidates to the campus for interview and selection. One district indicated that campus and district shared responsibilities with neither having specific, exclusive functions. One district indicated that while recruitment was the responsibility of the campus, the Superintendent wrote the letter of intent to hire the successful candidate. In a majority of the districts surveyed, the campus played a significant role in the recruitment of certificated employees, particularly classroom instructors. Although it was not a part of the questionnaire, the writer witnessed from his visits to various district offices that only one personnel director of the ten actually is involved in all of the interviews. The other nine either have little or nothing to do with the recruitment of certificated employees. The personnel administrator in the North Orange Community College District does considerable screening of candidates by interview before referring them to the colleges for final selection and recommendation.

Two items on the questionnaire relating to recruitment are (or at least should be) inter-related. The responses received from the districts, however, do not bear this out. The first item was "Do you advertise nationwide, western states, California, locally, or not at all?" The second was, "Approximately what percentage of your applications on file are unsolicited?"

In response to the first question, six districts indicated they advertised nationwide, five indicated the western states, all ten indicated California, and nine indicated locally.

When asked what percentage of their applications on file were unsolicited, one district indicated 5%, one indicated 25%, one responded 30%, one answered 75%, two indicated 80%, two indicated 95%, and two did not know. All of these figures were estimates, and those personnel directors not directly involved with the recruitment of certificated employees were only making guesses as to the percentage that were unsolicited.

The inconsistency of these two items lies in the fact that most of the districts say they advertise their positions and yet, to a great extent, their applications are unsolicited. The seeming inconsistency may be related to the lack of hard facts about the number of applications that are unsolicited. It should also be pointed out that the degree of advertising depends upon the number of applications on file, the type of position, and in many cases, on the dictates of the local campus and not the personnel office.

In response to the question, "Does your personnel director interview large numbers of teacher applicants who walk in or telephone for an appointment?", two districts answered affirmatively, while the other eight answered negatively. In those eight districts, the personnel director has very little contact with teacher applicants.

In response to the question, "Does the personnel director make recruitment trips?", nine districts responded negatively, while one district responded affirmatively. This is logical, since in those districts where the colleges do the recruitment or the selection, the personnel director is in no position to make decisions about who should be employed even if he were to make recruitment trips.

If the personnel director does not make recruitment trips, it is obvious that candidates will come to the district for interviews. In response to the question,

"Do you pay travel expenses for candidates being interviewed from out of town?", six districts responded "no", two districts responded "Yes, if the candidate bills the district for his expenses" and one district responded, "Yes, if the personnel director approves of the payment of travel expenses." In this particular district, payment of expenses for candidate travel is up to the discretion of the personnel director depending on the needs to interview out-of-town candidates. This same district has a policy that requires candidates living within 600 miles to pay their own expenses.

Another interview question was, "Do you use a committee to select instructors, counselors, and administrators?" Five districts responded affirmatively and indicated that committees are at the campus level. One district responded that the campus committee recommends a first and second choice to the president who must accept the first choice or respond in writing why he chose the second. One district reported that a campus committee screens to three or more candidates who are then recommended to the president for his selection. One district responded that selection is a local option depending upon the policy of the campus doing the recruitment.

In response to the question, "Is the committee district-wide or campus only?", three districts responded that they have campus committees for instructors and district-wide committees for administrative positions and appointments. Seven districts responded that their campus committee is only for the employment of certificated employees.

The writer assumes that in the larger districts, particularly in the Los Angeles District having eight campuses, that there would be a temptation to set up a district-wide eligibility list for certificated positions; however, in response to the question, "Do committees establish a district-wide eligibility list or do they select the candidate for the particular vacant position?", all ten districts responded that their committees selected the candidate for the position. The Los Angeles District and many of the other districts having centralized recruitment procedures, permitted various campuses to work from the same list of candidates, thus saving the labor and expense of doing separate advertising and recruitment for similar positions.

In response to the question, "Is the candidate interviewed by the total committee or by each person?", four districts indicated that a total committee interviewed the candidate, and six districts reported that this was a matter of local option, with the candidate interviewed either by the total committee or by each individual member.

USE OF DATA PROCESSING IN PERSONNEL APPLICATIONS

Data processing has been used in many organizations for the storing of personnel information. Programs have been developed to retrieve that information and manipulate it in order to make reports for budgeting, financial accounting, and other purposes.

In response to the question, "Does your district have a data processing system?", eight districts indicated that their district has their own data processing system. Two districts responded that they use the county data processing system along with their own. One district indicated that it contracts for data processing services from private enterprise or from another school district.

In response to the question, "Do you have a personnel profile for each employee in the data bank?", five districts indicated that they do have such a personnel profile, and one district indicated that it is developing a profile for data processing. Four districts do not have personnel profiles on the data base, but one of these districts is considering such a plan.

PERSONNEL DEPARTMENT RESPONSIBILITY CHECKLIST

A checklist of responsibilities was included in this study for a quick survey

of the types of responsibilities of each personnel department. This checklist included twelve items commonly found in the personnel services division.

The maintenance of personnel folders is one of the tasks commonly found in a district personnel office. All ten of the district offices maintain folders. One office, Contra Costa, maintains only classified folders. Their certificated employee folders are kept on each of the campus locations. Several districts indicated that they kept duplicate folders--one copy in the central office and one copy on the campus.

Eight of the ten districts surveyed are directly involved with salary negotiations. Several of the personnel directors are the chief negotiators for their districts; others are involved by serving on the negotiations team with the superintendent or some other person appointed by the Board as their representative.

Nine of the district personnel offices are responsible for salary administration. One personnel office contracts with a large unified school district for this service.

In the State of California, before the county superintendent and the county auditor will allow a school district to pay an instructor for services rendered, a personnel action form specifying Board action taken for each instructor must be filed with the county superintendent's office. Nine personnel offices are directly responsible for this particular function.

Insurance programs involving health insurance, dental insurance, life insurance, income protection insurance, and tax sheltered annuities are all common in the fringe benefit packages in California community colleges. Five of these personnel offices were responsible for the administration of employee insurance programs.

Substitute instructors are often needed at the community college level as in any school district; however, no personnel office indicated that it had any responsibility for providing substitute instructors to campuses needing them.

The Education Code of the State of California requires that terminations and demotions be handled according to procedures prescribed by law. Nine of the personnel offices responded that they were involved in the termination and/or demotion of certificated employees.

Sabbatical leaves are also provided for in the California Education Code. Most of the districts surveyed have policies on sabbatical leaves. Seven of the personnel offices indicated that they were involved in the administration of sabbatical leave policy; three were not.

The counseling of retirement age instructors is important in the State of California because instructors do not have a choice as to when they can retire. At the present time, an instructor may retire between the ages of 55 and 65. The counseling involved consists mainly of advising the instructor as to what would be the most beneficial time to retire or when it will be possible to retire. This becomes an important function of personnel. Five of the personnel offices indicated that they have the responsibility for counseling of retiring faculty. The other five have no such responsibility.

During the course of an academic year, numerous reports are required by Federal, State, county and teacher organizations. The personnel office is often called upon to help compile such reports. Eight of the districts indicated that this reporting fell within the framework of the functions of their personnel offices. Employee time sheets and time cards are used to record the hours worked by regular employees and part-time hourly employees. Only two of the personnel offices, however, are directly involved in the handling and processing of time sheet and time cards.

The recording of vacations and leaves is an important function that must be carried out by some office in the district. Vacations for twleve month employees, sick leave, personal business leave, and other leaves are a part of this function. Six of the personnel offices indicated that they were involved in the recording of such information.

SUMMARY: TRENDS IN PERSONNEL SERVICES AT MULTI-CAMPUS DISTRICTS

The above study of personnel services in the ten largest multi-campus California community college districts has revealed some significant trends in personnel practices. A predominant trend in all districts was the emphasis upon decentralization and local autonomy. This varied from district to district, but even in the large metropolitan districts, the campuses had considerable autonomy in the area of personnel selection. Decentralization has come about in many cases because what had been initially a single campus district has developed second, third, and even fourth campuses. Local campus autonomy has been a way of life in these districts and it is apparent that it still is a way of life when it comes to the personnel services.

A second very noticeable trend is the degree of trust that has developed between the central office and the local campus. Any multi-campus district that had decentralized its personnel services must rely a great deal upon the local campus to make wise and just decisions. It was quite apparent that many of the personnel directors felt quite at ease in allowing local campuses to make major personnel decisions without any interference or guidance from the central office.

A third trend evident was the low pressure systems found in many of our multi-campus districts. Despite many harried personnel officers involved in salary negotiations, law suits, and other types of disputes, the writer is of the opinion that in the selection of classified and certificated employees, the overall recruitment process is "low key" in most of the districts. The process of selecting employees is not hindered by the rules and regulations of a Merit System or of the Civil Service system. This is not true in all districts, but in most of those surveyed.

SCOPE OF PROBLEMS CONFRONTING PERSONNEL ORGANIZATION

The most predominant problems seem to be those in the areas of employer-employee relations and the negotiations that are carried on relative to salary, working conditions, and fringe benefits. In several districts, these seemed to be the all-engrossing problems for the personnel director.

In other districts, problems dealt with by personnel services are mainly in the areas of recruitment, particularly with regard to affirmative action programs for the recruitment of minorities and women, and the handling of law suits, arbitrations, etc. Many of the districts in rural or suburban areas had not experienced as much organized pressure and as many law suits as had some of the more metropolitan districts. Needless to say, if current trends continue in the personnel field, it is only a matter of time before they too have an opportunity to deal with these types of problems.

RECOMMENDATIONS

After considering all of the facets encompassed in this study and having talked to ten personnel directors and several of their staff members, this writer would recommend that all personnel directors in multi-campus community college districts take a look at their personnel services to determine where they can be better organized and how personnel policies and procedures can be strengthened. The personnel office must be a responsive organization if it is to meet the problems relative to personnel in the months and years ahead. Many of the districts visited had experienced a myriad of personnel problems in recent years. Others who have been fortunate enough to have avoided some of these problems will undoubtedly face them in the months and years ahead. Only through a well-planned, well-organized personnel department, guided by well-thought out, logical fair policies based on law will the personnel administrator succeed in carrying out his administrative mission.

In organizing the personnel office, the personnel director should keep in mind that he is running a service organization. He should develop his organization so that

it serves the district, the campuses, and all of the employees of the district, whether classified or certificated. Only by developing an organization that can effectively meet the needs of these three components will the personnel officer be able to carry out his duties successfully in the multi-campus district.

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